

**AN ANALYSIS ON THE STUDENTS' ERROR IN USING IRREGULAR  
VERB OF THE NINTH GRADE OF MTS AL-HIKMAH BANDAR  
LAMPUNG AT THE SECOND SEMESTER IN THE  
ACADEMIC YEAR OF 2019/2020**

**A Thesis**

**Submitted as a Partical Fulfillment of the Requirement for S1-Degree**

**By :**

**Amalia Kurniawati  
NPM. 1511040189**

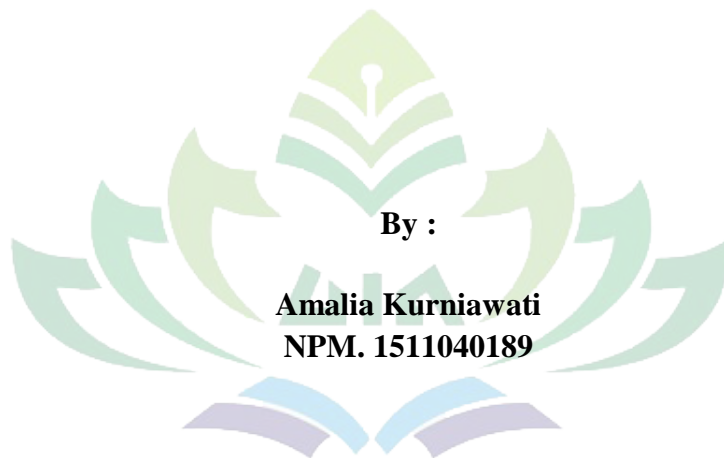


**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020**

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**Study Program : English Education**

**Advisor : Dewi Kurniawati, SS., M.Pd**

**Co-Advisor : Septa Aryanika, M.Pd**

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LAMPUNG AT THE SECOND SEMESTER IN THE  
ACADEMIC YEAR OF 2019/2020**

**By Amalia Kurniawati**

**ABSTRACT**

This research was carried out to analyze students' error made by the Second Grade students of MTs Al-Hikmah Bandar Lampung in using irregular verbs, it aimed at obtaining the proportion of errors, types of error and finding out the sources why the students made such errors.

This research was used qualitative method. This research was conducted by following the procedures of error analysis: collecting sample of learner language, identifying of errors, describing of errors, explanation of errors and evaluating of errors. The sources of data in this research was the Second Grade students of MTs Al-Hikmah Bandar Lampung which consisted 34 students. Furthermore, the data are collected through observation, test as documentation and questionnaire.

The result of the error analysis process showed that students committed error into three types: omission, addition, and misformation. From the frequency of each error types, there are errors 73 or 23.5% fell into omission, and 56 or 19.2% errors fell into addition. Moreover, 182 or 58.4% fell into error of misformation from 311 total errors. Based on Hubbard et al.' theory, it was interpreted that the existence of errors was due to mother tongue interference, overgeneralization, and errors encourages by teaching material or method.

***Keywords : Error Analysis, Irregular Verbs, Sources, Types***





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## DECLARATION

I hereby that this thesis entitled “An Analysis on the Students’ Error in Using Irregular Verb of the Ninth Grade of MTs Al-Hikmah Bandar Lampung At The Second Semester In The Academic Year Of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.



Bandar Lampung,  
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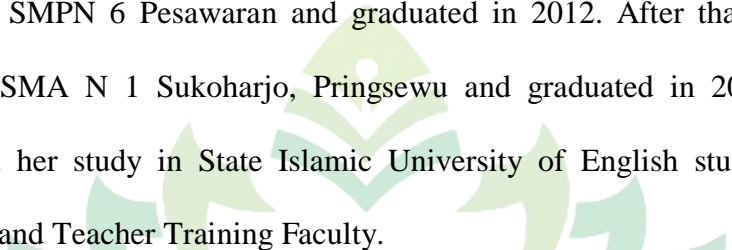
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## **CURRICULUM VITAE**

The name of the researcher is Amalia Kurniawati. She was born on November 13<sup>th</sup>, 1997 in Pringsewu. She is the only one child of Mr. Maryoto and Mrs. Tri Utami.

She accomplished her formal education at Kindergarten at TK Nurul Iman, and finished in 2004. Then, the researcher entered Elementary School at SDN 9 Pesawaran finished in 2009. After that, she continued her school, at junior high school at SMPN 6 Pesawaran and graduated in 2012. After that, she attended again at SMA N 1 Sukoharjo, Pringsewu and graduated in 2015. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.



## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Maryoto and Mrs. Tri Utami who always pray for all the best to me and give me motivation to study hard until now.
2. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
3. My beloved lecturers and almamater UIN RadenIntan Lampung.





## MOTTO

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعُلَمَاءُ ٤٣

*“And these parables we made for human and no one understands it except people who have knowledge” (QS . Al - An 'Kabut ayat 43)<sup>1</sup>*



---

<sup>1</sup> Tfheemul Qs Al-‘Ankabut, Ayat 43 (On-Line), Available on: <https://www.islamicstudies.info/> (October, 01 2018).

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*Bismillahirrahmanirrahim. Assalamualaikum wr.wb*

Alhamdulillah praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “An Analysis on the Students’ Error in Using Irregular Verb of the Ninth Grade Of MTs Al-Hikmah Bandar Lampung at the Second Semester in the Academic Year of 2019/2020”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, support and many valuable things from various sides. Therefore, the researcher would sincere thank to:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, she expects need criticism such as corrections or comments its

improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung,  
Researcher,

2020

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is divided into four skills, namely listening, speaking, reading, and writing. As stated by Morrow in Anjayani, English is built on a combination of four skills – listening, reading, speaking, and writing skills.<sup>1</sup> Besides, to support those skills, the learners also expect to master the language component such as vocabulary, pronunciation, grammar, spelling, semantic, etc. According to McArthur that grammar is a rule in which people use for speaking and writing.<sup>2</sup> Grammar also deals with smaller sentence forms and units, such as clauses, phrases and words.<sup>3</sup> So, the students must be capable in mastering component of language especially grammar and vocabulary.

At the same time, in every skill of language, no one can deal with or communicate without vocabulary. In other words, vocabulary is essential and required where it appears in every skill of using a language.<sup>4</sup> Knowledge of vocabulary is often seen as an important tool for second language learners because

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<sup>1</sup> Pindho Anjayani and Suprpto, 'Error Analysis on the Use of Prepositions in Students' Writing', *Journal of English Language Teaching*, Vol. 5, No. 2, 2016, p. 2.

<sup>2</sup> Tom McArthur, *A Foundation Course for Language Teachers*, (Cambridge: Cambridge University Press, 1984), p. 75.

<sup>3</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (United Kingdom: Cambridge, 2010), p. 1.

<sup>4</sup> Aizan Yaacob and others, 'Vocabulary Learning Strategies ( Vlss ) Through Secondary Students At Saudi School in Malaysia ( Ssm ): A Pilot Study', Vol. 4, No. 2, March 2018, p. 48.



limited vocabulary in a second language inhibits successful communication.<sup>5</sup> Wilkin in Pan and Xu defined that grammar is very little that can be delivered, and without vocabulary nothing can be said.<sup>6</sup> Thus, it could be seen that vocabulary and grammar were interrelated.

Although the vocabulary is more dominant than grammar, but grammar mastery is not less important, because grammar in sentences has an effect on the form of time and events which want to be conveyed. It is not uncommon to find that the speaker is not right in using the vocabulary which ought to use verb 2 to talk about past events but the speaker still use verb 1, and so on.

In the teaching and learning process, it is not uncommon for students to do some mistakes and errors. Mistakes and errors are two different things. According to Brown, mistake is a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly.<sup>7</sup> In addition, mistakes can be caused because students are less able to memorize properly or slip of the tongue. Whereas errors are mistake which students can not fix themselves and require explanation.<sup>8</sup> In conclusion, errors are caused by students who have lack of knowledge about the target of the language, so they need an explanation to figure out about their mistake.

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<sup>5</sup> Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015, p. 22.

<sup>6</sup> Qi Pan and Runjiang Xu, 'Vocabulary Learning Strategies (VLSS) Through Secondary Students At Saudi School In Malaysia (SSM): A Pilot Study', *Theory and Practice in Language Studies*, Vol. 1, No. 11, 2011, p. 1.

<sup>7</sup> H. Douglas Brown, *Principles of Language Learning and Teaching (Forth Edition)*, (New York: Pearson Education, 2006), p. 257

<sup>8</sup> Jeremy Harmer, *How to teach* (England: Longman, 2007), p. 96

The cause of frequent errors in the use of vocabulary is triggered based on students' lack of mastery in vocabulary cases. For instance: the students know that English from the word *berenang* (verb 1) is *swim* but it is rarely known for students to change into verb 2 and verb 3, namely *swam* and *swum*. This case is called by irregular verb.

Irregular verbs change unpredictable which means those verbs or words are not able to be defined based on the base form such giving an addition e/ed in the end of the words. According to Hariyono and Carthy in Arief that irregular verbs are group of verbs that have no clear rules in forming the past verbs.<sup>9</sup> Irregular verbs have an unexpected form, it makes easier for the speaker and interlocutor to know the form of time and events conveyed, but if the speaker and the other people do not master it yet, there will be an errors in its use.

English verbs are divided into three forms, namely infinitive (verb 1), past simple (verb 2), past participle (verb 3) but not all changes in form. For example: be (verb 1) – was ( verb 2) – been ( verb 3 ) means *ada*. From the example, it can be seen that the form is different, this is the example froms one of eight group from irregular verbs that is “one of the three form are vastly different”. This case is called as morphophonemic unpredictability.

As Indonesian students, English is a compulsory subject, but they are still lack to master about English, because many of them learn English only it is the

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<sup>9</sup> Yusuf Al Arief, 'Questioning The Terms : “Regular and Irregular Verbs in English”. *Journal of Linguistics and Education*, Vol. 6, No. 3, 2016, p. 15.

part of the curriculum at school. Harmer suggested another reason why they learn English:

- a. The main reason that English is in the curriculum they have to be learnt.
- b. Some people studied English because of a specific purpose such as banking, health, tourism, etc.
- c. Some people learnt English because they moved to the target language community.
- d. Considering that now English has become an international language, some people learnt it because they thought it would be useful for communication or an international trip.<sup>10</sup>

As a compulsory subject, especially in Junior High School and Senior High School, students learn English often doing mistake in using the correct vocabulary, especially in irregular verbs, because the present form and past form are often different and unpredictable. This is different from everyday language, namely Indonesian which do not need to change the verb.

To justify with the previous explanation, the researcher conducted a preliminary research at MTs Al-Hikmah Bandar Lampung by conducting an interview with an English teacher, she is Mrs. Siti Munasih. Mrs. Siti said that she had explained about irregular verbs and also gave examples, she also said that every subject in English, students were given some new vocabularies to be memorized which were used every day and mainly related to the topic of learning which is taught. However, they were still often making errors in using the right vocabulary.

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<sup>10</sup> Jeremy Harmer, *Op.Cit*, p. 11



There were some of the errors that often occurred when students used irregular verbs, as follow:

1. I goed to Lampung with my friends last week.
2. My brother wined the story telling contest in our school yesterday.

The sentences above definitely are wrong because the students used the wrong form of verbs. *Go* and *win* are the part of irregular verbs but the students changed it just was added “ed/d” that they knew as the way to make past form. Actually, the verb *go* should be changed into *go-went-gone*, and *win* should be changed into *win-won-won*. Thus, the correct sentences are supposed to be:

1. I went to Lampung with my friends last week.
2. My brother won the story telling contest in our school yesterday.

In this case, the students thought that to change the verbs into past form just need to add “ed/d” to all kinds of verbs. It means that the students still did not understand about the concept of irregular verbs. The researcher also found the other errors in using irregular verbs, as follow:

1. I meet my old friend in the library yeterday.
2. Mrs. Siti taugh us about the narrative text last week.
3. My father drang a glass of coffee last night.

Those sentences were incorrect, all of them had imperfect writing of verbs. The past of the verb *meet*, *teach* and *drink* should become *met*, *taught* and *drank*. For the verb *meet* the students should change to be *met*. For the verb *taught* the

students should add a letter “t” after “h”. For the verb *drank* the students should replace a letter “g” become “k”. The correct sentences are:

1. I met my old friend in the library yesterday.
2. Mrs. Siti taught us about the narrative text last week.
3. My father drank a glass of coffee last night.

The researcher also was doing interview with the students by giving questions that related with learning English, especially about irregular verbs. Some of their answers liked to learn English lessons, but sometimes they felt that English was a bit complicated, giving rise to a lack of desire to memorize and feel bored by memorizing new vocabulary, the students did not really understand the teacher’s explanation, Indonesian and English are different which make students confused. For instance, in Indonesia the word *minum* despite in the past, it still uses the word *minum*, meanwhile in English it will change from *drink* to *drank*. That was the cause of many students who were making some errors.

To deal with this research, the researcher was looking for the previous research which has same case with this research. The first study is conducted by Rahmi Yuniarti with the title “An Error Analysis of Students’ Ability in Using Regular and Irregular Verbs”. This study was carried out to analyze students’ error made by the Second Grade students of SMP YPN Bojong Gede in using regular and irregular verbs. The qualitative reasearch applied in this study was case study. Error of misselection or misformation which was the most frequently

produced by the students, next error of omission, and the last was addition. In this research, the writer did not find any misorder and blend errors.<sup>11</sup>

The second study is “Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation” conducted by Annisa Istiqamah Nur Aqilah. The purpose of this research was to analyze errors which occurred on the bilingual Biology textbook and what was the probable intended texts. The data were selected sentences taken from the bilingual Biology book for senior high school grade XII by Nunung Nurhayati. The data collection were grouped and analyzed based on the errors in each sentence. The result showed there were 31 omission errors, 23 addition errors, 32 misinformation errors and 7 misordering errors. Therefore, the most frequent error of Surface Strategy Taxonomy in the texts was misinformation error with 32 errors, and the probable intended texts were made by correction of the errors and the reconstruction of English structure while the SL text (Indonesian text) used as the guidance.<sup>12</sup>

The last study is “The Correlation of Students’ Irregular Verbs Mastery towards Students’ Understanding of Simple Past Tense (A correlational study at Grade Eight of SMPN 3 Ciparay, Kab- Bandung)” conducted by Euis Yuyun. The purpose of this research was to know the significant correlation between the irregular verbs mastery towards understanding simple past tense. The result

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<sup>11</sup> Yuniarti Rahmi, *An Error Analysis Of Students’ Ability In Using Regular And Irregular Verbs*, (Jakarta: Syarif Hidayatullah State Islamic University, 2014).

<sup>12</sup> A. Istiqamah Aqila, *Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation* (Jember: English Department, Faculty of Letters, Jember University, 2012)



showed that the correlation of students' irregular verbs mastery towards students understanding of simple past tenses, as follows: the average score for variable X was 73.09 and the average score for variable Y was 79.68. The correlation significance showed about 0.88 and the value of  $t$  count was 11.32 and  $t$  table was 2.086. Therefore,  $t$  count  $>$   $t$  table which means the correlation was quite significant. So, it is concluded that students' irregular verbs mastery will extremely influence their understanding of simple past tense.<sup>13</sup>

Realizing the fact mentioned above, the researcher was interested to conduct a research entitled: An Analysis on the Students' Error in Using Irregular Verbs of the Ninth Grade of MTs Al-Hikmah Bandar Lampung at the Second Semester in the Academic Year of 2019/2020. This research provides a task that instructs students to write or only fill in the verb, so that only three types of errors are generated. In the task, the sentences were used only positive sentences. When students are given assignments or memorized by the teacher, students rarely fulfill their duties because most students live in the cottage. At the pondok, they are also given assignments and memorization, this affects student work results and makes student performance less than optimal and of course affects research results.

Actually, there were resemblance between the previous research with this research. Nevertheless, for making this research to be different with the previous research, the researcher would seek the types of errors which students made in using irregular verbs based on Surface Strategy Taxonomy, the percentage of

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<sup>13</sup> Yuyun E, *The Correlation of Students' Irregular Verbs Mastery towards Students' Understanding of Simple Past Tense (A correlational study at Grade Eight of SMPN 3 Ciparay, Kab- Bandung)*, (Bandung: State Institute For Islamic Studies (Iain) Salatiga, 2017).

errors based on Sudjiono's formula, and to find out the sources of errors based on Hubbard theory.

## **B. Identification of the Problem**

Based on the previous in the background of the problem, the researcher identified the problem of the research, as follows:

1. The students got difficulties in using verb 2 in the sentence.
2. Most of the students were making the errors in using irregular verbs.
3. The sources of students errors in using irregular verbs.

## **C. Limitation of the Problem**

Based on the identification of the problem in the top, the researcher focused on the an analysis of students' irregular verbs especially in possitive sentence of simple past tense at the second semester of the ninth grade of MTs Al-Hikmah Bandar Lampung of 2019/2020.

## **D. Formulation of the Problem**

Based on the previous explanation of the background of the problem, the problems were formulated as follows:

1. What were the proportion (percentage) of errors committed by students in using irregular verbs?
2. What types of errors did students make in using irregular verbs based on Dulay's theory?

3. What sources of errors did students make in using irregular verbs based on Hubbard's theory?

#### **E. Objective of the Research**

Base on the previous formulation, the objectives of the research were as follow:

1. To know the proportion (percentage) of errors committed by students in using irregular verbs.
2. To classify and describe the students' errors in using irregular verbs Dulay's theory.
3. To classify the sources the students' errors in using irregular verbs based on Hubbard's theory.

#### **F. Use of the Research**

There were two types of the important things on this research, namely theoretical and practical. It was expected that the result of the research can be used as follows:

1. Theoretical

The research was useful for the reader to broaden their knowledge about vocabulary especially in error analysis and irregular verbs, because this research contained many theories that related with error analysis and irregular verbs.

## 2. Practical

### a. For English Teacher

It could be used to give information about the student's mastery in irregular verbs and to improve their quality technique in teaching and learning proses.

### b. For Students

The students could deeply understand about irregular verbs and expected to give an input to them to improve their knowledge.

### c. For other Researcher

The result of this research could be the motivation and contribution for the next researcher about irregular verbs.

## **G. Scope of the Research**

### 1. Subject of the research

Subject of the research was the ninth grade of students at MTs Al-Hikmah Bandar Lampung.

### 2. Object of the research

Object of the research was the students' irregular verbs mastery.

### 3. Place of the research

Place of the research was in MTs Al-Hikmah Bandar Lampung.

### 4. Time of the research

Time of the research was the second semester in the academic year of 2019/2020.

## CHAPTER II

### LITERATURE REVIEW

#### A. Error Analysis

In the learning process especially English lesson, the students often do some mistakes or errors. James states that an error can not be self corrected, but mistake can be self-corrected if the deviation is pointed out to the speaker.<sup>1</sup> While According to Brown in Suhono, an error as noticable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>2</sup>

Performance errors have been called “mistakes” while the term “errors” is reserved for systematic deviations due to the learners still-developing knowledge of the L2 rule system.<sup>3</sup> In other words, mistakes can be caused because students are less able to memorize properly or slip the tongue.

The students error is essential to be analyzed and corrected. To know the students errors, analysis is needed. Error analysis is a way to know the students error by observed, analyzed, and classified into types of error. According to Brown, when the students make the error, the errors are able to be conveyed, analyzed, as well as classified to make sure where the learners’ mistake.<sup>4</sup> In this

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (Fifth Edition), (San Francisco State University: Pearson Education, 2007), p. 258

<sup>2</sup> Suhono, Surface Strategy Taxonomy On The EFL Students’ Composition: A Study Of Error Analysis, Vol. 1, No. 2, 2016, p. 9.

<sup>3</sup> Heidy Dulay *et al.*, *Language Two*, (New York: Oxford University Press, 1982), p. 139

<sup>4</sup> Brown, Op. Cit, p. 260



research, the researcher focused on observing, analysing and classifying the students' error in irregular verbs case.

## 1. Types of Error

Actually learning of language can not be separated from error. As stated by Dulay *et al.* "error has four types such as surface strategy taxonomy, error based on the linguistic category, error based on the comparative taxonomy, and error based on the communicative effect taxonomy."<sup>5</sup> The researcher would like to explain more about the types.

### a. Error based on the Linguistic Category

First, this taxonomy shows on what level of language the error was located, such as in phonology, grammar, graphology, lexis, text, or discourse. Next, it indicates the specification of the category of linguistic unit where the error occurs. Finally, we need to specify the grammatical system affected by the error (tense, voice, countability, etc).

### b. Error based on the Comparative Taxonomy

This type based on comparison between the certain other types of contraction and the structure of second language.<sup>6</sup> For example, if someone applies comparative taxonomy to classify the errors of Indonesian students in learning English, one might compare the structure of the students errors to that of errors reported for children

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<sup>5</sup> Heidi Dulay *et al.*, *Op. Cit*, p. 138

<sup>6</sup> *Ibid*, p. 150

acquiring English as the first language. When learning a target language and the learners have already mastered their native language, so that its feature interfere to the process of learning the target.

**c. Error based on the Communicative Effect Taxonomy**

This type focuses on the effect the errors which have on the listener or reader. This taxonomy focuses on errors that causes of miscommunication.<sup>7</sup> Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, to focus on distinguishing between errors that seems to cause communication focusing on aspect errors themselves.

**d. Error based on the Surface Strategy Taxonomy**

This type of descriptive taxonomy proposed by Dulay, it is divided into four categories. They are *omission*, *addition*, *misformation*, and *misordering*. Besides that four categories, James added one categorie *blends* that complements the target modification taxonomy.

**1) Omission**

The meaning of omission errors is the students omits an item that must appear in a well formed utterance. Acccording to James that omission is different from ellipsis and zero elements

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<sup>7</sup> *Ibid*, p. 163

which are allowed by the grammar, because omission is made a structure ungrammatical.<sup>8</sup> The example of omission:

In the hollidays a few years ago we wen to Jakarta.

The sentence above is incorrect, because the learner omitted a letter “t” in the past form of verb *go* that should be *went*, the correct sentence:

In the hollidays a few years ago we went to Jakarta.

## 2) Addition

The opposite of omission errors is addition errors, addition error is characterized by the sentence of an item which must not appear in a well formed utterance.<sup>9</sup> Dulay *et.al* devided into three chategories:<sup>10</sup>

a) Double Marking, this sub category is defined as a failure to delete certain items which requires in some linguistics construction but not in others. For example:

He did not ate last night.

The sentences above is incorrect, because the verb *ate*, it made the sentence is redudant because the auxiliary *did* already carries the marker of the past tense. The correct:

He did not eat last night.

b) Regularization, this sub error is involved overlooking exceptions to domain where they did not apply. It is usually

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<sup>8</sup> James, *Op. Cit.* p. 106

<sup>9</sup> James, *Loc. Cit.* p. 107

<sup>10</sup> Dulay, *Op, Cit.* p. 156

applied in the linguistic items, such as the class of main verbs or the class of nouns. For example:

Yusuf putted the bag there yesterday.

Here, the learner applied the incorrect rule to the irregular verb by added –ed to the verb of *put* that had to become *put* in the past form. The correct sentence:

Yusuf put the bag there yesterday.

- c) Simple addition, another subtype of addition error. If an addition error is not double marking or regularization, it is called simple addition. For example:

The pink house building was in over there.

The correct sentence:

The pink house building was over there.

### 3) Misformation

Misformation error is the use of wrong form of the morpheme or structure. Furthermore, misformation is classified into three subtypes, they were:<sup>11</sup>

- a) Regularization error is misformation category which a regular marker that is used in a place of an irregular one. For example: *eated* for *ate*, *falled* for *fell*, *maked* for *made*, and so fort.

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<sup>11</sup> James, *Loc. Cit.* p. 107

b) Archi-form occurred when the learner select one member of class of forms to represent others. For example: *Me hungry* for *I am hungry*.

c) Alternating form, alternating form is the way to the apparently fairly free alternation of various members of a class with each other. For example: *I seen him yesterday* for *I saw him yesterday*.

#### 4) Misordering

Misordering error characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.<sup>12</sup>

For example:

Incorrect sentence: *He is all the time late.*

Correct sentence: *He is late all the time.*

#### 5) Blends

Blends is typical of situations where there are two well-defined target and the learners are undecided which of those two target that he will like to use. For example:

Incorrect sentence: *According to Tina's opinion*

Correct sentence: *according to or Tina's opinion.*

From the explanation above, the researcher used one the type of erros that was error based on the surface strategy taxonomy acording to

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<sup>12</sup> Dulay, *Op. Cit.*, p. 162



Dulay. Surface strategy taxonomy is divided into five types they are: omission, addition, misordering, and misformation.

## 2. Sources of Errors

Source of error is divided into several sections, the researcher listed below the source of error according to some experts.

The first expert is Brown, he said sources of error are divided into four parts. They are interlingual transfer, intralingual transfer, context of learning and communication strategies.

### a. Interlingual transfer

Interlingual transfer was a significant source of error for all learners. The beginning stages of learning a foreign language are especially vulnerable to interlingual transfer from the native language, or interference. In the interlingual transfer, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.

### b. Intralingual transfer

Intralingual transfer is a major factor in the second language learning. Researcher had found that the early stages of language learning are characterized by a predominance of interference, but the learners have begun to acquire parts of the new system.

### c. Context of learning

The third major source of error is context of learning. "Context" referred to the classroom with its teacher and its materials

in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even due to a pattern that was rarely memorized in a drill but improperly contextualized.

d. Communication strategies

Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can become themselves as a source of error.<sup>13</sup>

The second opinion by Corder in Hubbard that claims, there were three major sources of error of which he labels as follows:

- a. Transfer errors, in the transfer errors, before the system of second language is familiar, the native language was the only linguistic system in previous experiences upon which the learner can draw.
- b. Analogical errors, venthough the learners have discovered a correct rule of the target language, they might still make some error in the process of learning language by analogy something because the students have not yet discovered the rule applies.

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<sup>13</sup> Hubbard, *Op. Cit.*, p. 131

- c. Teaching-induced errors, in the process of learning error might appear.

Thus error might be caused by the method and the material delivered by the teacher.<sup>14</sup>

However, Hubbard, et al. in Andriyan claims that there are three names causes of errors such as mother-tongue interference, overgeneralization, and errors encouraged by teaching material or method.

- a. Mother-tongue interference

Even though young children appear to be able to learn a foreign language easily and to reproduce new sounds effectively, most of older learners experience considerable difficulty. The sounds system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and occasionally to the wrong choice of vocabulary. In English language, there are some verbs or words which have almost similar in pronunciation. For the examples *reed* and *read*, because the pronunciation is similar or even the same, this was often one of the sources of students making errors.

- b. Overgeneralization

This source of error occurs when a learner applies a grammar rule to forms that do not take it. The mentalist theory claimed that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner

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<sup>14</sup> Hubbard, *Op. Cit.*, p. 140

processes new language data in his mind and produces rules for its production, based on the evidence.

c. Errors encouraged by teaching material or method

Error is a evidence of failure of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error.<sup>15</sup>

In this research, the researcher had analyzed the sources of error based on mother-tongue interferences, overgeneralization, and errors encouraged by teaching material or method.

### 3. Procedures of Error Analysis

In this research, the researcher used the procedures from Ellis in Murriel Saville Troike that claims that there were five steps in analyzing data. They are:

a. Collection of a sample of learner language

Most samples of learner language which had been used in error analysis include data collected from many speakers who were responding to the same kind of task or test (as in Morpheme Order Studies, which were discussed below). Some studies used samples from a few learners that were collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

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<sup>15</sup> Andriyan, 'An Error Analysis of EFL Students' English Writing', *English Education Journal (EEJ)*, Vol. 6, No. 4, 2015, p. 515.s

b. Identification of errors

This first step in the analysis required determination of elements in the sample of learner language deviating from the target L2 in some way. Corder distinguished between systematic errors (which result from learners' lack of L2 knowledge) and mistakes (the results from some kind of processing failure such as a lapse in memory), which he excluded from the analysis.

c. Description of errors

For purposes of analysis, errors were usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentences, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).

d. Explanation of errors

an error is made for the most important step in trying to understand the processes of SLA. Two of the most likely causes of L2 errors are interlingual (between languages) factors, resulting from negative transfer or interference from L1 and intralingual (within language) factors, not attributable to cross-linguistic influence. Intralingual error is also considered developmental error and often represent incompleteness of learning of L2 rules or overgeneralization of them. Distinguishing between interlingual and intralingual errors implicitly built upon CA procedures, since the distinction requires comparative knowledge of L1 and L2



e. Evaluation of errors

This step involves analysis of what effect the error has on whoever is being addressed.<sup>16</sup> In this research the researcher used global error and local error to analyze the effect of error. While global error is the errors that affect overall sentence organization, and it could hinder communication significantly. Global errors hinder communication and they prevent the learner from comprehending some aspects of the message and local errors only affect a single element of a sentence, but do not prevent a message from being heard.<sup>17</sup>

## B. Vocabulary

### 1. Definition of Vocabulary

Language is collecting of words which consist of three basic language units such as pronunciation, vocabulary and grammar. Grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary. Vocabulary is the core of the language which can make people who learn the language will be able to master every skill in language.

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<sup>16</sup> Muriel Saville Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2008), p. 41

<sup>17</sup> X I E Fang and Jiang Xue-mei, 'Error Analysis and the EFL Classroom Teaching', *College of Foreign Languages, Liaoning Normal University, Dalian Liaoning 116029, China*, Vol. 4, No.9, 2007, p. 12.

We can communicate, speak, write, and listen well, especially as language learners, one of the ways is by mastering vocabulary. A lot of experts has opinions about what vocabulary is. Because language comprised four basic skills which are necessary in learning a foreign language. At the same time, in every skill of language, no one is able to deal with or communicate without vocabulary. In other words, vocabulary is essential and required where it is appeared in every skill of using a language.<sup>18</sup>

Understanding vocabulary will be very influential for students in learning foreign language, according to Cameron in Alqahtani that vocabulary is a big influence for students in obtaining the language as well as the source of knowledge. While Wood, Keser and Linse in Alqahtani said the development of the language of the students is influenced by the magnitude of their vocabulary development.<sup>19</sup> Their statement is also supported by Nation in Webb, he said that vocabulary helps learners to make used to learn language and use the language in enhancing vocabulary knowledge.<sup>20</sup>

In order someone can express something exactly what they want to be mastered, they must have a lot of vocabulary. Vocabulary is the

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<sup>18</sup> Aizan Yaacob and others, 'Vocabulary Learning Strategies ( Vlss ) Through Secondary Students At Saudi School in Malaysia ( Ssm ): *A Pilot Study*', Vol. 4, No. 2, March 2018, p. 48.

<sup>19</sup> Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015, p. 22.

<sup>20</sup> Webb, S.A. and Chang, A.C.S. 'Second Language Vocabulary Growth'. *RELJournal*, Vol. 43, No.1, 2012, p. 114.

connection of a language which can make people or students who learn language to be easier in understanding the language and using the language itself as well as they are able to comprehend the text easily. In conclusion, vocabulary is an important tool that can be used to communicate even to master skills in English such as speaking, writing, reading and listening simply. As we have seen, the richer a person can master the vocabulary, the more likely someone is to pursue a second language or target language.

## **2. Kinds of Vocabulary**

Vocabulary is divided into eight types, they are noun, verb, adjective, adverb, preposition, conjunction, pronoun, and determiner. According to Nelson in Kurniawan, in English, words are disorted into some classes, as follow:

### **a. Noun**

Noun as a rule used to name of animal, person, thing, idea, event, or place.

### **b. Verb**

Verb is one of several conditions in a sentence to be a complete sentence. Without a verb, a sentence can not stand. In mental actions (am, are, is, ect) or physical (kick, swim, ect) done by the subject was shown through verbs.

c. Adjective

To modify nouns, it can use this section, called adjective. Adjective is word that confirm the number, size, quality of nouns.

d. Adverb

Adverb has a function that is similar as an adjective which changes the type of the word class. Adverb is able to change the class of words such as verb and adjective. Adverb is usually given as an additionally at the end of the word.

e. Preposition

In English, to indicate a place or time is the function of preposition. The words are include in the preposition such as below, outside, in, on, at, nearby, near, since, bottom, under, up, out, inside, ect.

f. Conjunction

Popular conjunction to connect a sentence, phrase and clause. There are two kinds of conjunctions :

- a. Coordinator : coordinator functions to connect the same word or element. Like and, but, or.
- b. Subordinator : introduced a subordinator clause such as : after, before, although, if, since, as long as, provided that, in other that, etc.

g. Pronoun

English pronouns function to remodel the nouns. The main pronoun such as I, my, myself, mine, you, your, yourself, he, she, it.

#### h. Determiner

To introduce noun phrase commonly uses determiner. It can be in the form of numeral, pronoun, article, etc. The main determiner such as a, the, this, that, each, one, second, many, some.<sup>21</sup>

As explained above, that the types of vocabulary according to Nelson: noun, verb, adjective, adverb, preposition, determiner, conjunction, pronoun. In this study, researcher only focused on one of the various vocabulary types, namely the verb.

### C. Verb

Verb is one of the conditions of a sentence that has to exist rather than subject. Verb in a sentence describes activities or things done by subject, physical or mental activity. A verb is a word used in a sentence to explain what a noun - a person, place, or thing - is doing or to explain what has being done to a noun. It is usually an action word, but a verb or set of verbs can also explain an emotional/physiological response or action, for example *feel* or a mental action or state like *think* or a state of being, which may not typically be noticed or seen by others.<sup>22</sup>

The verb class is included most of the words referring to the actions and processes, including main verbs like draw, provide, differ and go. In many

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<sup>21</sup>Kurniawan Iwan , 'Assessing English Students' Vocabulary Size' *A Descriptive Qualitative Study at IAIN Raden Intan English Depatement*, (Lampung: UIN Raden Intan Lampung, 2016), p. 13.

<sup>22</sup>Capella University, 'Grammar Handbook', in Capella University, p. 10.



languages, verbs have suffixes indicating tense (present, past, future), aspect (imperfective, perfective, progressive), mood (indicative, imperative, optative, subjunctive, etc.), polarity (affirmative, negative), valence- changing operations (passive causative, see Valency and Argument Structure in Syntax), and the person}number of subject and object(s) (see Grammatical Agreement).<sup>23</sup> In this research, researcher only focused on one namely tense.

### 1. Definition of Tense

Every incident, occurrence, or event contained in a sentence based on the time that occurs, this makes the tenses very important in English. Tenses is a grammatical category, typically marked on the verb that deictically refers to the time of the event or state denoted by the verb in relation to some other temporal reference points.<sup>24</sup> While the definition of tense in the Oxford dictionary, tense is “a form of time in English, especially in conjunction with verbs and auxiliary verbs to indicate when the event or event is occurred.”<sup>25</sup> Tense is a change in the verb that is influenced by the time and nature of the event, all sentences in English can not be separated from tenses because all sentences must have something to do with the time and nature of the event.<sup>26</sup>

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<sup>23</sup> Daniel Jurafsky and James H. Martin, ‘Word Classes and Part-of-Speech Tagging’, *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*, October 2005, p. 4.

<sup>24</sup> Rachma, *Definition of Tense*, Available: [http://www.sil.org/linguistics/glossary\\_of\\_linguistics/terms/what\\_is\\_tense.htm](http://www.sil.org/linguistics/glossary_of_linguistics/terms/what_is_tense.htm), accessed on March 8<sup>th</sup> 2016.

<sup>25</sup> T. Mulyati Emirfan, *16 Tenses*, (Yogyakarta: PT Tiga Serangkai Pustaka Mandiri, 2010). p.1

<sup>26</sup> Erwin Hari Kurniawan, *Basic English Grammar*, (Kediri, 2011). p.2

To sum up, tense is to discuss about the change in verb form adjusted to the time of occurrence of an event in English grammar. In the teaching and learning process, a teacher should be able to make students understand about tenses, especially in a sentence, given that tenses are important in English.

## 2. Form of Time and Form of Event in Tenses

In general of English grammar, there are four forms of time such as present, past, future, past future and four forms of events namely simple, continuous, perfect, perfect continuous. Based on the four forms of time and the form of events above, there are sixteen forms, as follows:

- 1) Simple present
- 2) Simple past
- 3) Simple future
- 4) Simple past future
- 5) Present continuous
- 6) Past continuous
- 7) Future continuous
- 8) Past future continuous
- 9) Present perfect
- 10) Past perfect
- 11) Future perfect
- 12) Past future perfect
- 13) Present perfect continuous
- 14) Past perfect continuous
- 15) Future perfect continuous
- 16) Past future perfect continuous<sup>27</sup>

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<sup>27</sup> T. Mulyati Emirfan, *Op,Cit.* p.2-3

In this research, the researcher focused on simple past tense, because simple past is tense which is related to the use of irregular verbs especially in verb 2.

#### **D. Simple Past Tense**

Simple past tense is to indicate activities or states in the past, without indicating any connection the present and past tense used to describe an action finished in the past, and to interrupt an action which is in progress in the past. Simple past indicates that a certain activity in the past.<sup>28</sup> According to Uhciyama that an accident which is happened in the past it is called as simple past.<sup>29</sup> The simple past tense is used to talk about activities or situations that began and ended in the past.<sup>30</sup> The definition of simple past tense itself is a tense that is used to discuss or talk about past events. Simple past tense is used for situations or periods that has occurred in the past, not now.

Based on the understanding of simple past tense above, the researcher concluded that simple past is a tense used to express, discuss or talk about an event that has occurred in the past in the form of a specific time.

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<sup>28</sup> Sugianti Somba, 'An Analysis On Grammatical Errors In Students ' Recount Texts : A Case Study On The Second Grade Students Faculty Of Letters Indraprasta Pgri Background Of Study', *Journal of English Language and Culture*, Vol. 8, No. 1 (2017), p. 63.

<sup>29</sup> Sri Ekawati, *The Mastery Of Simple Past Tense And Its Correlation With The Achievement In Writing Recount Texts By Eighth Graders Of SMP 2* (Semarang, 2017).

<sup>30</sup> Betty Schramper Azar, *Fundamental of English Grammar*, (3<sup>rd</sup> Ed), (Longman, Wahington, 2003), p.25.

## 1. Past Tense Verbal and Past Tense Nominal

### a. Past tense verbal

Past tense verbal is the form with verb as a predicate in sentences after subject.<sup>31</sup> The verbs used by the subject in English such as I, we, you, they, she, he and it. The formula as follows:

(+) Subject + Verb 2 + Complement

(-) Subject + Did not + Verb 1

(?) Did + Subject + Verb 1

### b. Past tense nominal

Past tense nominal is a sentence using to be (was, were) as a predicate then followed by noun or adjective.<sup>32</sup> For example of positive sentence like She was a painter. The formulation as follows:

(+) Subject + Was/were + Complement

(-) Subject + Was/were not + Complement

(?) Was + Subject + Complement

## 2. Form of the Simple Past Tense

Simple past tense is a tense that was more often used to talk about the past. The table below is talking about time signal of simple past tense.

**Table 1**  
**The time signal of simple past tense**

Yesterday	A week ago	Several days ago
Two years ago	A few minutes ago	An hour ago
Last year	A few day ago	A month ago
Last night	A week ago	A year ago

<sup>31</sup> Ros Diana, *An Analysis of Students' Learning Styles In Learning Simple Past Tense At The Second Semester of Eighth Class of SMP PGRI 1 Pagelaran Pringsewu In Academic Year of 2013/2014*, 2014. p.20

<sup>32</sup> Ros Diana, *Loc. cit*

Last week	In 2000	A moment ago
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Source: Betty Schramper Azar, *Fundamental of English Grammar*, 1996

The table 1 shows about the time signal of simple past tense, by way of illustration: yesterday, two years ago, last year, last week, in 2000, several days ago, ect.

### **The uses:**

- a. To indicate the habitual action in the past time.
- b. To indicate the completemeted activity in the past event and the time known.
- c. To indicate the activity or situation began and ended at a particularly time in the past.<sup>33</sup>

### **Special features:**

1. Predicated sentences in simple past tense always using Preterite Verbs or commonly called verb 2.
2. In the question sentence has the addition of the word "did" in front of the subject, while the negative sentence has the addition of the word "not".
3. Simple past has a time sign like: yesterday, last night, last week, two days ago, and others.
4. In verbal sentences simple past tense are used a subject in the form of a noun or pronoun with a single or plural number. The verb form was the second form of verb (verb 2). The change in the form of the first verb to the second in English was divided into two, namely regular and irregular verbs.

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<sup>33</sup> Betty Schramper Azar, *Loc. Cit*

5. In nominal sentences do not have a verb, therefore we need an auxiliary verb in the form of "was / were". If the subject was a single number, then use "was", while for many subjects use "were". The use of "was" is used for "i, he, she, it" while "were" is used for "we, they, you".<sup>34</sup>

For example:

- 1) She was in Japan last month.
- 2) Andi met his old friend yesterday.
- 3) They went to China last week.
- 4) I always went to mosque at night.
- 5) Anisa slept for eight hours last night.
- 6) I ate breakfast this morning.

In simple past tense sentences, use the past form or past simple verb (V2) for positive statement and for negative statement use auxiliary did + base form (V1). This past form or past simple verb has two groups, namely regular and irregular verbs.

### **E. Irregular Verbs and Regular Verbs**

The most distinctive grammatical property of verbs was their inflection.<sup>35</sup>

Inflectional is a variation in the form of a lexeme determined by syntactic properties like singular and plural number in nouns, preterite and present tense in

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<sup>34</sup> W Aris, *Tuntas Menguasai 16 Tenses* (Yogyakarta: Pustaka Widyatama, 2008).

<sup>35</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge, 2010), p.17



verbs.<sup>36</sup> In English verbs, it has an inflection marker that is useful for showing past forms. This marker is divided into two, namely regular verbs and irregular verbs. According to their changes of form (inflection) verbs are divided into regular and irregular verbs.<sup>37</sup>

### 1. Regular Verbs

Regular verbs have certain patterns to change, Richards and Schmidt in Hadijah said that regular verb is “a verb which has the most typical forms in its language for grammatical categories such as tense or person.”<sup>38</sup> According to Robertson in Stoughton “regular verbs are verbs which conform to a certain pattern.” such the word *walk* that changed into *walk-walked-walked*, but *to be* can not change regularly as the word *walk*.<sup>39</sup> Regular verbs were verbs that change verb 1 to verb 2 or verb 3 just by adding d / ed at the end of the word.

The simple past and past participle of regular verbs are –ed, such as claim–claimed, marry - married, live–lived, etc. For example:

*Simple past:* I lived in Brazil for two years

*Past participle:*

a) Present perfect : have/has + past participle

For example: Amalia has lived in Jakarta for two years.

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<sup>36</sup> *Ibid.*, p. 301

<sup>37</sup> James C. Fernald, *English Grammar Simplified*, (New York: Barnes & Noble Books, 1979) p. 82

<sup>38</sup> Siti Hadijah, ‘*An Analysis Of Students’ Ability In Using Regular Verbs And Irregular Verb In Writing Narrative Text At Senior High School 2 Muaro*’, 2000, p.1.

<sup>39</sup> Hodder & Stoughton, *Parken Verboten (Teach Yourself : German Verbs)*, (German: Hodder Headline, 2003), p.4

b) Passive : be + past participle

For example: These rooms are cleaned every morning.<sup>40</sup>

Regarding to the previous theory, it could be concluded that regular verbs are verbs that change based on tense and with regularity by adding -d or -ed at the end of the word.

## 2. Irregular Verbs

Irregular verbs are verbs that experience substantial changes when changing the shape of each word. The modified forms of this verb are often different from the original. Morphophonemically, irregular verbs are issued as unexpected changes. This change was classified as an inflection process.<sup>41</sup> For the examples: *awake-awoke-awoken*, *burst-burst-burst*, *leave-left-left*. In the case of irregular verbs, students had to memorize all forms of change from the bare infinitive form, past simple and participle, because the changes that occur could not be predicted.

The striking difference between irregular and irregular verbs lies on the formation of simple past and past participle, what happens to regular verbs is very consistent by adding -d or -ed. In this research focused with irregular verbs. There were eight groups of irregular verbs, all the form of the verbs were same and did not change, the end of past participle add *-en*, the vowel in the past simple underwent change from *a* to *u* in past

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<sup>40</sup> Raymond Murphy with William R. Smalzer, *Basic Grammar in Use (second edition)*, (Cambridge: Cambridge University Press, 2007), p. 50

<sup>41</sup> Yusuf Al Arief, 'Questioning The Terms : " Regular and Irregular Verbs " in English', Vol. 6, No. 3, 2017, p. 15.

participle, in the past simple and past participle were the same, in the past participle adds *-n* with or without a spelling change, in the infinitive and past participle form were the same, all of the forms were very different, both regular and irregular forms are used.<sup>42</sup>



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<sup>42</sup> Azar s. Betty and A Stacy Hagen, *Understanding and Using English Grammar* (United States of America, 2013).